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This evaluation was made to determine whether the SCAT-verbal cutoff scores were adequate for placement in the four different English courses. To accomplish this, 223 students for whom both the scores and the English grades were available for the four courses were chosen. The total number of students (381) completing the courses were used as the control group, to establish population probabilities and set 95% confidence limits. The students with SCAT-verbal scores were divided into four subsets: 0-15, 16-44, 45-64, and 65-99 percentile. By this scale, they were assigned to English courses 1, 51, 52, and 101. The students in the experimental groups did as well as those in the control groups. In the subgroups, the students who took a course at a higher level than they qualified for did not do as well as the control group; those who took a lower-level course did better. With one explainable exception, those who took the course indicated by the V-score did as well as or better than the control group. It was recommended that the same placement criteria be used for the 1968-69 school year and that the evaluation be made using the data from both years to increase the size of the subsets and thereby the validity of the conclusions. (HH)

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EVALUATION OF ENGLISH COURSE PLACEMENT FOR THE 1967-68 SCHOOL YEAR

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July 19, 1968

The following criteria were used for placement of students in English courses at Maui Community College during the Fall and Spring semesters of 1967-68:

English 101 - Expository Writing
- a. B average in high school English
- b. or 800 total CEEB SAT score
- c. or 65%ile SCAT Verbal
- d. or 50%ile SCAT Verbal plus a or b

English 52 - Developmental Reading and Writing
45-64%ile SCAT Verbal plus C average in high school English

English 51 - Reading and Writing Laboratory
16-44%ile SCAT Verbal plus C average in high school English

English 1 - Basic Communications
15%ile or less SCAT Verbal

The purpose of this evaluation is to determine whether or not the SCAT-Verbal cut-off scores were adequate for placement in the different levels of English courses. In order to accomplish this it was necessary to find students for whom a SCAT-Verbal score and a grade in English were available. The number of such students available are as follows: English 101 - 49; English 52 - 71; English 51 - 81; English 1 - 22.

For each course, the total number of students completing the course were used as a control group to establish population probabilities, and set 95% confidence limits. The number of students in the control groups are: English 101 - 117; English 52 - 105; English 51 - 126; English 1 - 33.

The students with SCAT-Verbal scores were divided into four(4) subsets, based on their verbal score. They are:

Group V_1	- 0 to 15%ile	(qualified for English 1.)
Group V_{51}	- 16 to 44%ile	(qualified for English 51.)
Group V_{52}	- 45 to 64%ile	(qualified for English 52.)
Group V_{101}	- 65 to 99%ile	(qualified for English 101.)

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in general, the placement by using SCAT-Verbal scores as cut-offs in the manner shown above, appears to be quite adequate. All the students in the experimental groups did as well as the students in the control groups. In the smaller subgroups it was found that students who took a course at a higher level than they qualified for, on the above basis, did poorer than the control group; while students who took a lower level course than the V-score indicated did better than the control group. With one exception, students who took the course indicated by the V-score, did as well or better than the control group. In the one exception, if only one student had a C instead of a D, the group would have done as well as the control group. Actually, one of the students in this group received an F in the Fall and an A in the Spring. He was counted as an F in the analysis, since only the first attempt at the course was counted. Averaging his grades to a C would have made the difference for this group.

Based on this analysis, it is recommended that the same placement criteria be continued for the 1968-69 school year. Since some of the subsets were rather small, it is also recommended that the same type of evaluation be made at the end of the 1968-69 school year with all the data available from both years. This should appreciably increase the sizes of the smaller subsets, thus making the conclusions more valid.

APPENDIX

The following pages show the frequencies and probabilities for the four subsets and the control groups used in this study. The total enrollments involved are shown below:

COURSE	TOTAL ENROLLED	INCOMPLETE OR WITHDREW	COMPLETED COURSE	COMPLETED COURSE AND HAD SCAT-SCORES
English 1	33	2	31	22
English 51	159	33	126	81
English 52	136	31	105	71
English 101	163	46	117	49

Only two of the students involved had incompletes for grades and they were classed with the withdrawals.

Correlation coefficients between SCAT-Verbal scores and grades were calculated for each of the four courses involved. They are: English 1 - r = -.215; English 51 - r = .332; English 52 - r = .105; English 101 - r = .202. These relatively small correlations coefficients indicate that one cannot predict a students grade in a given course from his SCAT-Verbal score. However, the probability distribution by levels of placement cut-off socres, show that the students chances of success are better, if he enrolls in a course that is not above his level of placement by the criteria used in this analysis. It also indicates that the student who enrolls in a course above his level of placement subjects himself to a higher risk of failure.

These are the statistical equations used in this analysis.

For correlation coefficient - $r = \frac{\Sigma xy - n\bar{x}\bar{y}}{ns_x\, sy}$

For 95% confidence limits - $Pr\,(p - \sqrt{4pq/n} \leq \bar{p} \leq p + \sqrt{4pq/n}) = 0.95$

The control groups were used to establish values of p and q, and set upper and lower limits of probability for the experimental values of $\bar{p}$.

COURSE: English I

CONTROL GROUP: All Students Completing English I
(n = 31)

FREQUENCY & PROBABILITY DISTRIBUTION OF
GRADE LEVELS INDICATED

GRADES	C OR BETTER	B OR A	D OR F	TOTAL (n)
Frequency	19	10	12	31
Probability	.613	.323	.387	
95% Confidence Interval	.175	.168	.175	
Lower Limit	.438	.155	.212	
Upper Limit	.748	.491	.562	

EXPERIMENTAL GROUP: Students Completing English I who have SCAT-scores.
(n = 22) Correlation coefficient r = -.215

FREQUENCY & PROBABILITY DISTRIBUTION OF
GRADE LEVELS INDICATED BY SCAT-V PLACEMENT

GRADES	C OR BETTER	B OR A	D OR F	TOTAL (n)
V_1 Frequency	11	4	9	20
V_1 Probability	.550	.200	.450	1
V_{51} Frequency	0	0	2	2
V_{51} Probability	0	0	1.00	1
V_{52} Frequency	(NO DATA)			
V_{52} Probability				
V_{101} Frequency	(NO DATA)			
V_{101} Probability				
TOTAL FREQUENCY	11	4	11	22
TOTAL PROBABILITY	.500	.182	.500	1

COURSE: English 51

CONTROL GROUP: All Students Completing English 51
(n = 126)

FREQUENCY & PROBABILITY DISTRIBUTION OF
GRADE LEVELS INDICATED

GRADES	C OR BETTER	B OR A	D OR F	TOTAL (n)
Frequency	84	43	42	126
Probability	.667	.341	.333	
95% Confidence Interval	.084	.084	.084	
Lower Limit	.583	.257	.249	
Upper Limit	.751	.425	.417	

EXPERIMENTAL GROUP: Students Completing English 51 who have SCAT-scores.
(n = 81) Correlation coefficient r = .332

FREQUENCY & PROBABILITY DISTRIBUTION OF
GRADE LEVELS INDICATED BY SCAT-V PLACEMENT

GRADES	C OR BETTER	B OR A	D OR F	TOTAL (n)
V_1 Frequency	8	3	12	20
V_1 Probability	.400*	.150*	.600*	1
V_{51} Frequency	34	17	15	49
V_{51} Probability	.694	.347	.306	1
V_{52} Frequency	6	4	3	9
V_{52} Probability	.667	.444*	.333	1
V_{101} Frequency	3	2	0	3
V_{101} Probability	1.000*	.667*	0*	1
TOTAL FREQUENCY	51	26	30	81
TOTAL PROBABILITY	.630	.321	.370	1

* Outside 95% confidence interval, therefore significantly different from control group.

COURSE: English 52

CONTROL GROUP: All Students Completing English 52
(n = 105)

FREQUENCY & PROBABLITY DISTRIBUTION OF
GRADE LEVELS INDICATED

GRADES	C OR BETTER	B OR A	D OR F	TOTAL (n)
Frequency	74	32	31	105
Probability	.705	.305	.295	
95% Confidence Interval	.089	.090	.089	
Lower Limit	.616	.215	.206	
Upper Limit	.794	.395	.384	

EXPERIMENTAL GROUP: Students completing English 52 who have SCAT-scores.
(n = 71) Correlation coefficient r = .105

FREQUENCY & PROBABLITY DISTRIBUTION OF
GRADE LEVELS INDICATED

GRADES	C OR BETTER	B OR A	D OR F	TOTAL (n)
V_1 Frequency	5	0	2	7
V_1 Probability	.714	0*	.286	1
V_{51} Frequency	28	12	12	40
V_{51} Probability	.700	.300	.300	1
V_{52} Frequency	9	5	7	16
V_{52} Probability	.563*	.313	.437*	1
V_{101} Frequency	7	4	1	8
V_{101} Probability	.875*	.500*	.125*	1
TOTAL FREQUENCY	48	20	23	71
TOTAL PROBABILITY	.676	.282	.324	1

* Outside 95% confidence interval, therefore significantly different from control group.

COURSE: English 101

CONTROL GROUP: All Students Completing English 101
(n = 117)

FREQUENCY & PROBABILITY DISTRIBUTION OF
GRADE LEVELS INDICATED

GRADES	C OR BETTER	B OR A	D OR F	TOTAL (n)
Frequency	90	38	27	117
Probability	.769	.325	.231	
95% Confidence Interval	.078	.087	.078	
Lower Limit	.691	.238	.163	
Upper Limit	.847	.412	.309	

EXPERIMENTAL GROUP: Students Completing English 101 who have SCAT-scores.
(n = 49) Correlation coefficient r = .202

FREQUENCY & PROBABILITY DISTRIBUTION OF
GRADE LEVELS INDICATED BY SCAT-V PLACEMENT

GRADES	C OR BETTER	B OR A	D OR F	TOTAL (n)
V_1 Frequency	3	0	0	3
V_1 Probability	1.000*	0*	0*	1
V_{51} Frequency	8	1	4	12
V_{51} Probability	.667*	.083*	.333*	1
V_{52} Frequency	11	4	4	15
V_{52} Probability	.733	.267	.267	1
V_{101} Frequency	14	9	5	19
V_{101} Probability	.737	.474*	.263	1
TOTAL FREQUENCY	36	14	13	49
TOTAL PROBABILITY	.735	.286	.265	1

* Outside 95% confidence interval, therefore significantly different from control group.